

UNIVERSITY OF TAMPERE

HOW SIXTH GRADE CLIL STUDENTS SEE THEMSELVES

A Comparative Study

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ABSTRACT

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CHILD, CHRISTEL: How Sixth Grade CLIL Students See Themselves – A Comparative Study

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The main aim of this study is to find out if sixth grade Content and Language Integrated Learning (CLIL) students have a different sense of identity compared to Music-line and ordinary Finnish (un-emphasized) students. A second aim is to discover whether the sixth grade CLIL students are aware of the benefits that learning a second language will have on their future. This study was conducted at a primary school in a small town in Eastern Finland, over a two-year period. The theoretical framework consists of CLIL theories, identity theories and post-culturalist theories on language learner identity in second language acquisition. As the term identity is broad and current theories do not all agree on one single definition, this study has limited identity and language learner identity to the theoretical framework provided. Three open-ended questions were used to collect the data, which was analyzed using content analysis. Results of this study show that CLIL students express who they are in a more multifaceted and complex way than their non-CLIL peers and they also perceive a greater number of benefits to studying in their line than their non-CLIL peers. These benefits include benefits regarding work in the future, benefits to learning, benefits to living abroad in the future and benefits to their intercultural communication skills. These findings help demonstrate the importance of CLIL education on the development of both identity and language learner identity, even on students as young as sixth graders.

Keywords: CLIL, SLA, language learner identity, intercultural awareness, intercultural communication

PREFACE

This thesis, *How Sixth Grade CLIL Students See themselves*, is the final leg of my long and winding journey of becoming a fully qualified teacher in Finland. It would be near impossible for me to write about the whole process up to and including the thesis. Suffice it to say during the long process I have run the gamut of human emotions. This thesis has been written to fulfill the requirements of the Degree Programme in Educational Studies for Teacher Education at the University of Tampere.

I would like to thank my supervisor, Tuomas Takala, for his help and guidance during this time and the seminar group participants for their suggestions and comments. I also wish to thank Tuula Pantzar for her tremendous help in my struggles as an immigrant in Higher Education in Finland.

To my family and friends, without your patience, support and encouragement, I may have not achieved this life-long dream...or at the very least it may have taken me another decade. A special thank you to Michael, Heili, Lucas and Ritva.

Thank you for reading this.

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1 INTRODUCTION

The English language has become a language of communication throughout the world, where approximately 1.125 billion people speak English as a foreign or second language and about 375 million people speak it as a native language. This makes English the most widely spoken language on Earth. English has become a language of international communication, business and education and it is here to stay. Within Europe, the European Parliament has implemented language policies with the goal of having European citizens fluent in two languages in addition to their own mother tongue. This is meant to foster intercultural understanding, to increase the mobility of citizens and to promote the use of other languages. An increasing number of education institutions around the world are using *Content and Language Integrated Learning (CLIL)* as a teaching method to achieve fluency in a language that is not native to most of the population. CLIL is an effective and efficient teaching method for *second language acquisition (SLA)*. Research in SLA encompasses a wide variety of topics that study almost all aspects of learning a second or foreign language. One recent trend in SLA research has focused on the effect of SLA on language learner identity. By looking at both CLIL and the effect on identity one can broaden the view on the positive impacts of second or foreign language learning and therefore, justify the implementation of CLIL programmes to education systems around the world. How does learning a second or foreign language influence how language learners see themselves, others and the world around them?

Content and Language Integrated Learning (CLIL) is an umbrella term that encompasses all language learning situations where a foreign or second language is used for both the learning of a content and learning of the language. In Europe CLIL has quickly grown in its usage as a SLA method in education systems. There are both proactive and reactive reasons for this, where SLA competencies needed to be strengthened being an example of the former and the need for solutions to the European Union (EU) policies regarding multilingual citizens as an example of the latter. CLIL has become an established teaching approach across Europe and it is here to stay (Pérez-Cañado, 2012.)

Finland is officially a bilingual country, with Finnish and Swedish as its official languages, and where about 90 % of the approximate 5.5 million population speak Finnish and five percent speak Swedish as their mother tongue. The rest of the language make-up of Finland includes domestic languages; three Sami Languages and Romani (www.infopankki.fi), and the native languages of the immigrants, whose total population in 2016 was just over 244 000 (www.migri.fi). Finnish is a linguistic minority in the world and thus, Finland has had to encourage second and foreign language learning in order to be economically competitive on a global scale. The use of CLIL as a teaching method has become a popular method of language learning also in Finland. One can find CLIL programmes at all levels of education in Finland, from preschool to university, all around the country. Although most CLIL programmes use English as the medium of instruction, other languages are also represented, such as Swedish, German, French, Russian and Spanish. CLIL programmes in smaller towns most often offer English as their CLIL language, although the city in Eastern Finland, where the present study takes place, offers both English and Russian CLIL programmes.

There is a multitude of research on topics such as best practices in SLA, the effect of mother tongue, age of learner or the kind of language input on SLA, one just needs to type second language acquisition into a search engine to see. Although much research has been conducted on the effect of a student's identity on language learning in a CLIL or SLA environment, relatively very little research has been conducted on what impact of learning in a CLIL environment has on students' identity. Research in this field would offer another dimension of understanding of the impact CLIL classrooms have on students; not only the effect on students' language learning or motivation, but also about how CLIL affects students in a sociocultural way.

Up until the 1990s most SLA research had a binary view of language learner identity; language learners were motivated vs. unmotivated or introverted vs. extroverted. The focus was on linguistic input and output. This binary view is far too narrow to encompass all that it is to learn a second language. There has also been too much research focused on academic achievement in CLIL programmes rather than what it means to the learners to become bilingual, bicultural and/or biliterate. Although it is important to ensure the academic efficacy of CLIL teaching, in order to secure the continuation of CLIL programmes, one must also look

at the wider aspects of why CLIL is effective, efficient and worthwhile (Reyes and Vallone, 2007.)

Post-culturalist theorists reject the binary classifications of language learners mentioned above. Bonny Norton is a leader in the field of those researchers who are interested in the relationship between language learners and the social world. The *Journal of Language, Identity and Education*, established in 2002 also shows the increasing interest in this field. Although more research in this field must be conducted, the current research in language learner identity has shown that second or foreign language learners develop multiple identities and they become more interculturally aware, which fosters intercultural communication. As the world becomes smaller, where contact with other cultures and languages is at our fingertips, it is important to further explore the impact second language acquisition has on the formation of identities, the increase in intercultural awareness and on the rearing of citizens of the world.

For the reasons mentioned above, this thesis endeavors to shed light on the way sixth grade CLIL students see themselves compared to their non-CLIL peers. The purpose of this research is to explore whether sixth grade students, aged 12-13, studying in a CLIL-classroom at a primary school in Eastern Finland have a different sense of identity compared to other sixth graders at the same primary school. If a difference in sense of identity is found, what aspects prominently arise and therefore could lead to further research? A second aspect to this research is to explore whether students are aware of the impact of being bi- or multilingual has on their futures. Are sixth grade students already aware of the benefits to their future from learning in a CLIL-line? If so, what benefits do they perceive?

N.B. For the sake of clarity, learning a second language will be the term used in this thesis, though for some can be learning a third, fourth or fifth language.

Structure of the Thesis

The thesis includes six chapters, where after the introduction, chapter 2 introduces the theoretical framework, where an in-depth account of what CLIL is and why it is such a popular method of SLA teaching in Finland and current research in CLIL. Chapter 2 also discusses Stuart Hall's, John Joseph's and Mary Bucholtz & Kira Hall's theories on identity, then the section delves more specifically into post-culturalist theories and views on language learner identity and current research in those fields. Methodology is the 3rd chapter where the research problem and questions are presented, the research population is described, what tools were used in both data collection and analysis are explained and justified, and where the dependability, credibility, transferability and ethical considerations of the research are discussed. The 4th chapter presents the results and analysis of this study. Chapter 5 discusses the results as they relate to the theoretical framework and current research. Chapter 6 gives a summary of the results and discusses their relevance to different policies. Section 7 also introduces possible topics for further research.

2 THEORETICAL FRAMEWORK

2.1 What is CLIL?

Though the term Content and Language Integrated Learning (CLIL), is quite recent, coined in 1994 by David Marsh, the application of CLIL is actually ancient. CLIL was happening thousands of years ago, in Mesopotamia, where Acadian was being used as a scholastic and religious language and as recently as hundreds of years ago, in Renaissance Europe, where Latin was the language of instruction for most universities. CLIL has also been a method of teaching in Finland since Finns were being taught in Swedish more than a century ago, however using foreign language as the language of instruction was only written in Comprehensive School law (Perusopetuslaki 10§) and Upper Secondary School law (Lukiolaki 6§) in 1991. Since that time CLIL has been a popular teaching method in Finland with over 100 schools offering CLIL programmes (as cited in Marsh, Järvinen & Haataja, 2007.)

CLIL is defined by David Marsh as referring to educational situations where subjects or parts of subjects are taught in a foreign language with two aims; i) the learning of content and ii) the simultaneous learning of a foreign language (2002). However, other aims of CLIL have also been added to Marsh's original definition. According to Van de Craen, Mondt, Allain and Gao "the primary aims of CLIL teaching and learning also include: (i) the promotion of linguistic diversity; (ii) promoting language learning; (iii) increasing the learner's proficiency; and (iv) internationalization" (2007, p. 70). CLIL is meant to be an inclusive, unifying and democratic instrument, where all types of students learn both language and content. The European Parliament (2016) states that CLIL "is an umbrella term for all educational settings where a subject, or part of a subject is taught in a language other than the native language of the majority of the students". Being that the target language is not the mother-tongue of most of the students, it makes the situation unifying and democratic.

Throughout the world CLIL classes are being taught in various ways; teachers are using numerous different methods to teach and evaluate students. The one way that CLIL teaching all around the world is the same, is that content is being taught in a foreign language – one is teaching a subject or topic *in a* language that is not native to the majority of the students, one is not teaching a language. The factors that determine the teaching methods used in CLIL

include the age of the children, the linguistic goal of the school, the contexts where the schools are located, the number of hours or percentage of teaching done in the target language and/or the number of students being taught in a CLIL classroom (Perez Gracia, 2016).

Coyle (1999), influenced by Mohan's Knowledge Framework, developed a framework to help conceptualize CLIL. Based on classroom-based evidence, the framework compacts CLIL into four dimensions; Content, Cognition, Communication and Culture, also known as the 4Cs. The 4Cs framework is a tool that can be used to map out CLIL activities and to help ensure the maximum effectiveness of CLIL learning (Coyle 2006). The 4Cs are related to each other and thus are affected by each other. Perez Gracia in her Doctoral Dissertation (2016) used Coyle's four-pronged framework to assess how the dimensions of CLIL, particularly the culture axis, are being implemented by CLIL teachers in Spain. Perez Gracia (2016), describes and expands on each dimension, which are described below.

Content refers to learning the knowledge and skills that are required by the curriculum, but it also includes the idea of personalized learning. CLIL students create their own knowledge and understanding of subjects or topics they learn and they also develop a variety of skills in doing so. Content should be new, rich and real, appropriate for the skill level of the students, it should be interesting and somehow connect to the students' daily lives to increase motivation for learning. Content should also stimulate students' cognitive skills (Perez Gracia, 2016.)

Cognition refers to learning and thinking. In CLIL classrooms students develop new ways of learning because they are making their own interpretation of the content provided. Students have to understand the content by using previous knowledge and/or by identifying key words or common structures. Because students are learning content through a foreign language, they end up using different learning strategies to decipher meaning. Higher order thinking skills are developed by giving students different kinds of tasks to work on e.g. less complex activities such as remembering words to more complex tasks such as analysing texts (ibid.)

Communication refers to the role that language plays in a CLIL classroom. The target language is learned through communication and reconstructing the content in different ways, which is directly related to the cognitive process. Teaching in the target language, with a focus on learning to use the language, gives the students the feeling that being understood (fluent) is

the heart of a language, not grammatical correctness, as in traditional language lessons. This encourages students to develop language *of* learning (what) i.e. the language skills needed to progress in learning the content, language *for* learning (how) i.e. how to use the target language appropriately for each learning situation, and language *through* learning (why) i.e. students have the necessary vocabulary and language skills to express what they have understood. Communication tends to be more authentic in CLIL classrooms and there is greater target language interaction among students and between students and teachers. (ibid.) The European Commission (2014) goes further regarding communication stating that “Language needs to be learned through communication, reconstructing the content and its related cognitive processes. This language needs to be transparent and accessible; interaction in the learning context is fundamental to learning. This has implications when the learning context operates through the medium of a foreign language” (European Commission, 2014, pg. 4.)

Culture refers to preparing the students to coexist and participate effectively in the world today where exposure to different languages and cultures is at our fingertips. “Culture is about the learning and understanding of the relationship between content and language and how it infers to the development of identity and citizenship awareness so they arise [increase their] the intercultural understanding. Students are encouraged to comprehend themselves as citizens of the world” (Perez Gracia, 2016, p.49). In a CLIL classroom students often learn content through a different cultural perspective than their non-CLIL peers.

CLIL programmes are important throughout Europe as the Language Policies of the European Union (EU) state that every EU citizen should become fluent in two languages in addition to one’s own mother tongue. This is meant to help EU citizens expand their educational and employment opportunities across the EU and to promote intercultural understanding (European Parliament, 2016.) Furthermore, CLIL is complementary to many language learning theories and practices, as there is not just one method of using it. There are many benefits of CLIL education, though if carried out improperly, there can be a low level of language acquisition and/or the level of content learned.

2.1.1 Why Use CLIL as a Teaching Method?

Ever since learning a foreign language became a subject at school, some students have found it tedious and boring. Motivation to learn a language at school in the traditional way can be very low. Studies have shown that CLIL increases learner motivation (e.g. Lorenzo, Casal and Moore, 2010; Marsh and Wolff, 2007; Merisuo-Strom, 2007). Lorenzo et.al. (2010) found in their multidimensional study of 403 schools, with students aged 9-10 and 13-14, that CLIL students acquire better language skills than their non-CLIL peers. They attribute this to the primacy of the significance principle, where students are bombarded with a large amount of linguistic stimuli, coming in all different forms, which forces the students to pay attention to all the different input in deciphering the meaning (significance). All the while students have a real and authentic use of the target language in context, i.e. in the subject material taught, which provides semantic scaffolding. Lorenzo et. al. (2010) further explain that the *need* to use the language is immediate and present in the learning situation, and target language use is not seen as some imaginary situation in the future.

An economic reason to use CLIL in school is that there is little or no extra cost to the institution providing CLIL classes. As the CLIL lessons are taught within the hourly framework of the Finnish curriculum, there is no need to pay other teachers to teach the target language. This is blatantly true at the primary school the present study takes place in, when in 2005 many drastic cuts were being made to school resources, the Chief Education Officer at the time said that the CLIL line could continue because it did not cost any extra money (personal contact with Jussi Virsunen, 2005). Furthermore, much of the extra material needed is often provided by parents' associations and not by the city. This is also a common practice in many CLIL schools throughout Finland (personal contact, with CLIL teachers at conferences or training days).

There are numerous benefits of CLIL, the most obvious is that students both become fluent in a foreign language and learn the required content. CLIL students are immersed in the target language in many different senses; they hear it, read it, write it and speak it – all of the skills needed for fluency. Compared to traditional language learning classes, where students are exposed to the language for two lessons a week, CLIL students are exposed to the target language on a daily basis. There is a continuous and varied exposure to the target language where activities and learning incorporate the authentic use of the language. There has been an abundance of research around the world that provides evidence of the benefits of CLIL as a SLA teaching method.

Mehisto, Frigols, and Marsh (2008) see the benefits of CLIL to include the fact that students learn the target language more quickly because they use it. Students also develop a metalinguistic awareness throughout their CLIL education. CLIL fosters critical thinking as well as developing life-long learning in the interconnected world we live in today. CLIL also helps raise awareness of how one learns. For the learner, CLIL is dynamic and interactive, students are connecting different areas of the curriculum and using the skills and knowledge learned previously or in different subjects. CLIL students also feel like they can take the lead in their own learning process, which increases motivation.

CLIL is further seen to develop cognitive skills because it provides an opportunity for students to use knowledge learned in one context, and apply it to learning in another context. CLIL students need to continuously apply, integrate and transfer knowledge that they have learned, which develops cognitive skills (European Commission, 2014.) Gajo and Serra (2002), while studying the connection of language and concepts in math in high school students, found differences in the skill levels between monolingual and bilingual students. Although monolingual speakers were able to show a greater competence in the acquisition and memorisation of information, bilingual students adopted a more analytical approach to learning, which lead to better skills at applying the knowledge to new learning situations, i.e. better cognitive skills. Other research that shows that CLIL enhances cognitive development is Aini-Kristiina Jäppinen's longitudinal study. Jäppinen (2005) found that though CLIL learners aged 7-9 had some difficulties with some more abstract topics (cognitive skills), by the time they reached the ages of 10-15 years, cognitional development of CLIL students was the same as or even better than non-CLIL students. Jäppinen also states that "teaching through

a foreign language supports CLIL learners' thinking and content learning" (2005, p. 162), which may be accredited to the fact that CLIL learners make "comparisons between two semantic systems of two languages and two or more underlying cultures. CLIL learners may get special practice in classifying concepts and meaning schemes and in hypothesising diverse things" (Jäppinen, 2005, p. 163). Another study by Ackerl (2007) also shows the positive effect of CLIL on cognitive development. Ackerl conducted a study comparing high school CLIL and non-CLIL students' errors in essays, she found that though the number of mistakes were approximately the same, the types of mistakes varied. For example, CLIL students had fewer verb tense errors, and the fact that CLIL students showed a wider vocabulary, indicate that CLIL has a positive impact on writing skills.

Motivation and confidence are also seen as benefits of CLIL. For example, Corrales and Maloff found in their study on the effectiveness of *content-based instruction* on medical students, that motivation to learn languages increases in CLIL classrooms. The use of authentic material made the learning meaningful, interesting and relevant to both the present and future needs of the students, being exposed to the target language activated prior knowledge and the methodologies used in class were all factors that increased both motivation and learning (Corrales and Maloof, 2009.) Furthermore, Gravé-Rousseau (as cited in European Commission, 2014) states that CLIL students are more motivated because they are required to learn about topics and communicate their knowledge in a foreign language, which makes the use of that language more real.

Also increasing motivation and confidence, is the fact that a CLIL learning environment offers students a democratic and safe place to use the target language; as all (or most) of the students have a mother-tongue different to the target language, it is an even playing field for the students. Wegner (2012) conducted a study where it became clear that CLIL lessons were a learning environment where students felt safe, and therefore, could experiment with their language without fear of being evaluated. Having face to face conversations with others also lessens fear and makes students use the language naturally and spontaneously. Merisuo-Storm (2007) investigated the effects of CLIL on children's literacy skills and attitudes towards language learning. She found that literacy skills of second grade students, after having two years of CLIL education, were the same as those taught exclusively in Finnish, however, the CLIL students had also learned a great deal of English during the same time. There was also no detrimental effect on the students' first language skills. The study also found that CLIL

students' attitudes towards English were more positive than those of non-CLIL students, this is important because a positive attitude towards a subject increases motivation. After two years of CLIL instruction, students found it natural in all aspects to learn in English (Merisuo-Storm, 2007).

Another benefit of CLIL is that it supports teamwork amongst teachers and, in its essence, offers a chance for both innovation and life-long learning. Perez Garcia (2015) claims that CLIL not only has benefits to learners, but also to teachers and the institutions that house them. CLIL schools often take part in different kinds of international projects. Studies have also shown that CLIL teachers focus on building the self-esteem of students to encourage using the language and to keep motivation high (Perez Garcia, 2015.) In addition, CLIL teachers are often more motivated than non-CLIL teachers (Coyle, 2006). CLIL teachers often do collaborative work with each other, which is a must to ensure that the standards of both learning content and language are met. CLIL teachers also are constantly working on teaching and learning strategies that are set to learners' needs, a result of which is that they often need to find or create original material, or at the very least, adapt the school's material to suit the needs of the students. Thus, CLIL is an economically efficient method of teaching a second language.

The European Commission (2014) sums up the benefits of CLIL. CLIL is meant to i) develop intercultural communication skills, ii) prepare students, teachers and institutions for internationalism, iii) enable students to study content through different perspectives, iv) teach subject-specific terminology in the target language v) improve fluency and competency in the target language, vi) develop oral communication skills, vii) offer diverse teaching methods and forms of classroom practice and viii) increase learner motivation. Furthermore, "CLIL allows learners to build intercultural knowledge and understanding which develops their intercultural communication skills" and "attitudes towards other languages may also be enhanced from experience of CLIL" (European Commission, 2014, pp. 9-10)

2.1.2 Current CLIL Research

CLIL has been a popular topic of study for many decades throughout the world, Europe and in Finland. It appears that interest in CLIL is not waning, rather the research continues to expand into new areas. Dalton-Puffer and Nikula (as cited in Pérez-Cañado, 2012) state that CLIL research on an international level has started to become an entity in and of itself. The reasons for such a boom in CLIL education and research are both reactive and proactive; either the improvement of second or foreign language competencies or the European Union's push for fluency in multiple languages. Furthermore, advancements in SLA research have also increased the interest in CLIL (Pérez-Cañado, 2012.) Where there is a new phenomenon in education, research is sure to follow. CLIL research has focused on acquisition of a foreign language, the effect of CLIL on both mother-tongue and on learning outcomes and evaluation of CLIL by teachers, students and other primary stakeholders (Wolff, 2005).

In the European context, CLIL is implemented in a variety of ways dependent upon the country and culture in which it is found. However, there are some characteristics that unite CLIL teaching and education across Europe. Namely, almost all CLIL models in Europe use the target language in teaching and curriculum, in a number of subjects, and for at least four years. CLIL is most often implemented by using the target language, most commonly English, combined with the regional or national language. Leading researchers in Europe include Coyle, Marsh, Mehisto, Wolff, Dalton-Puffer and Langé (Pérez-Cañado, 2012.) The number and array of research done on CLIL seems to be endless and includes topics such as developing theories of practice in CLIL, the effectiveness on written, oral, listening and reading skills, and the role of and effect on mother-tongue in CLIL (de Zarobe and Cataln, 2009). Almost all studies on learning and language acquisition in the CLIL context show that CLIL is an effective teaching method for both learning a second or foreign language and for learning content.

In the Finnish context, which this study takes place in, researchers such as Sikkula-Leino, Järvinen, Nikula, Pihko, Marsh, Jäppinen and Haataja have studied a variety of topics in CLIL. Research in Finland has mainly focused on language skills, motivation, effect on learning outcomes and on mother-tongue skills and on classroom interactions. National surveys have also been conducted on CLIL education in Finland. For the most part, studies in the Finnish context also support the idea that CLIL is an efficient and practical method of attaining second

language fluency. Pihko (2010) is of the opinion that more research should be conducted in Finland about the affective and subjective aspects of CLIL education.

2.2 LANGUAGE LEARNER IDENTITY

2.2.1. Identity

Identity is a tricky, if not impossible, concept to define. If you ask someone who they are, they will usually immediately answer with their name and possibly where they are from. If you delve deeper and ask “who are you *really*?” the question is not so easy to answer anymore. People will likely make list of a variety of factors trying to explain who they are from naming the communities to which they belong to more individual aspects of their personality. Due to the nature of identity, language plays a significant role in shaping and defining it. One cannot even think about who one is or someone else is without using words to do so. Add in the age of the person you are asking and it will add another complexity to the question.

Both Hall and Joseph discuss the fact that identity is a multifaceted thing, affected by many factors. One aspect is that identity depends upon some kind of difference, struggle or challenge to one’s original concept of identity. Stuart Hall is a cultural theorist who has had great influence in cultural studies, developing Hall’s Theory of encoding and decoding. Hall states that “identity is always a temporary and unstable effect of relations which define identities by marking differences” (Hall, 1996, p. 89). John Joseph is a linguist, with many publications including being the author of the book *Language and Identity: National, Ethnic, Religious*. Joseph (2004) claims both that second languages have a significant role on the formation of one’s identity and language learners have different layers of linguistic identity. Using Hecht’s *Communication Theory of Identity*, Joseph explains that there are four layers or levels of identity: i) *Personal identity*, which captures who a person thinks s/he is; ii) *enacted identity*, which is expressed through language and communication; iii) *relational identity*, which is when identity is defined in reference to each other; and iv) *communal identity*, which is defined by collectives. Joseph’s ideas coincide with Hall’s in that depending on whether one is

communicating with others or where one stands in relation to others, one's identity can be different (Joseph, 2004.)

Similarly, Bauman (as cited in Buckingham, 2008) writes that identity is thought of as important when a person feels it is being threatened or challenged at which point a person will assert his/her definition of who s/he is. Bauman also claims that "the search for identity divides and separates" (Bauman, 2001, p.10) however, the shared fears, anxieties and frustrations of others creates a community to which an individual belongs. Bauman further suggests discussing *identification*, rather than identity. Identification is a never-ending, never-complete and open-ended activity that all people are engaged in whether by necessity or by choice.

Bucholtz and Hall (2005) take a sociocultural linguistic approach to viewing language and identity. Basing their approach from different the disciplines of psychology, linguistic anthropology and sociolinguistics and being influenced by such theories as speech accommodation theory, social identity theory and models of identity, Bucholtz and Hall offer a sociocultural linguistic perspective on identity that they claim encompasses the differing ways scholars approach identity. In 'Identity and interaction: a sociocultural linguistic approach' Bucholtz and Hall (2005) claim that identity is produced in linguistic interaction, basing this claim on five principles; *emergence*, *positionality*, *indexicality*, *relationality* and *partialness*:

1. Emergence: "Identity is best viewed as the emergent product rather than the pre-existing source of linguistic and other semiotic practices and therefore as fundamentally a social and cultural phenomenon" (p. 588).
2. Positionality: "Identities encompass (a) macro-level demographic categories; (b) local, ethnographically specific cultural positions; and (c) temporary and interactionally specific stances and participant roles" (p. 592).
3. Indexicality: "Identity relations emerge in interaction through several related indexical processes, including: (a) overt mention of identity categories and labels; (b) implicatures and presuppositions regarding one's own or others' identity position; (c) displayed evaluative and epistemic orientations to ongoing talk, as well as interactional footings and participant roles; and (d) the use of linguistic structures and systems that are ideologically associated with specific personas and groups" (p.594).

4. Relationality: “Identities are intersubjectively constructed through several, often overlapping, complementary relations, including similarity/difference, genuineness/artifice, and authority/delegitimacy” (p. 598).
5. Partialness: “Any given construction of identity may be in part deliberate and intentional, in part habitual and hence often less than fully conscious, in part an outcome of interactional negotiation and contestation, in part an outcome of others’ perceptions and representations, and in part an effect of larger ideological processes and material structures that may become relevant to interaction. It is therefore constantly shifting both as interaction unfolds and across discourse contexts” (p. 606).

2.2.2 Language Learner Identity

[E]very time language learners speak, they are not only exchanging information with their interlocutors; they are also constantly organizing and reorganizing a sense of who they are and how they relate to the social world. They are, in other words, engaged in identity construction and negotiation” (Norton, 1997, p. 2).

Many sociocultural theories recently have viewed *language learner identity* as a social construct, where people react to their surroundings and construct the world they live in through communication with others. The environment in which a language learner communicates and interacts affects the language learning process, which in turn affects the language learner’s identity (Norton, 2013; Lantolf, 2000.) However, one must be aware that sense of identity is fluid, as a person’s sense of who he or she is changes depending on the social environment s/he is in (Gauntlett, 2002).

Post-culturalist views on identity see it as fragmented and contested in nature (Block 2007). Bonny Norton, influenced by Chris Weedon and Pierre Bourdieu, presents identity as being multiple, a site of struggle and as subject to change. Norton focuses on the ways how “language learners understand their relationship to the social world, how that relationship is constructed across time and space and how the learner understands possibilities for the future” (Norton, 2013, p. 3). Norton has coined the term *investment*, in regards to language learner identity, which relates to the investment the language learner has in the target language; i.e. what

historical and social relationship does the learner have in terms of the language. Norton further states that by being invested in the target language, the language learner is also invested in his/her own social identity, which changes over space and time (Norton, 1997.) By learning a foreign language, learners will gain more cultural capital and social power, by getting more of both symbolic resources (e.g. language, education, friends) and material resources (e.g. capital goods, money). While gaining cultural value, language learners continuously reassess their identities, as their sense of self changes. (Norton, 2013.) The idea of investment allows a language learner more flexibility regarding identity than traditional language learner identity theories, where a language learner is motivated vs. unmotivated or introverted vs. extroverted.

A second concept of Norton's theory of language learner identity is the *imagined community* and *imagined identity*. Imagined communities transcend time and space and they can be very different. An imagined community is a place where a language learner would like to belong to, whether it be a certain professional community, a social circle or even an online community. Thus, the language learner sees an investment for learning the language. An imagined identity concerns the language learner's idea of who they might be when they learn a language. Both imagined communities and imagined identities can have significant impact on the investment in language learning (Norton and Toohey, 2001.) The concepts of imagined community and imagined identity point to the notions about the "possibilities for an enhanced range of identity options in the future [and] the way a person understands his or her relationship to the world, how that relationship is constructed across time and space, and how the person understands possibilities for the future" (Norton 2000, p. 3). Norton (2013) further explains that learners construct and negotiate multiple identities through language, there is a struggle with their identities and the language learner's sense of identity will possibly change.

Kramsch sees language learning as a subjective experience of learning and using a new language, it is not just memorization of vocabulary and learning of grammatical rules. As Kramsch and Gerhards (2012) state

"Language shapes who you are and you become a subject throughout your life in contact with various symbolic systems, including language."

In learning a new language, the individual has another means of deepening one's sense of identity; of who one is and who one will become. Language, therefore, affects the learner's development and progress as a multilingual person. Learning a language not only engages

cognition and pragmatic communicative competence, but also a variety of subjective aspects, including identity. Kramsch goes further by pointing out the fact that adolescents, who by definition are in search of themselves, can use the foreign language learned at school as an outlet for their dreams and aspirations, that they do not always find in their native language. (Kramsch and Gerhards, 2012.) Kramsch sees a language learner as a speaking subject who gives meaning to oneself and the environment through linguistic practices and communication with others (Kramsch, 2012). In a similar vein of thought, Baker (2001) defines identity as being socially created and claimed through language. Language expresses identity in that “language is almost always present in identity formation and identity display. Language is an index, symbol and marker of identity” (Baker, 2001, p. 51).

There has been a rise in researcher interest of language learner identity since the mid-1990s. Researchers such as Firth and Wagner, Block, Lantolf and Norton were all interested in aspects of SLA that went beyond linguistics and cognitive psychology. A Post-culturalist approach to language learner identity has been a common research approach to language learner identity. This approach sees identity as complicated, fluid and multileveled (Block, 2007.) In 2002 the Journal of Language, Identity & Education was established, where the most recent articles published in 2017 deal with such topics as second language identities, multiple perspectives of self in SLA, and language teacher identity.

Since the 1990s there has been a shift in focus in language and identity studies. There have been an increasing number of studies that focus on the individual experience as a language learner instead of just a binary focus of language learning identities. Baker’s (2001) views that identity is a social construct and claimed through language, show that identity has a linguistic component. From Kramsch’s (2012) views that language learning is a subjective experience and Norton’s (2013) ideas that language learners use language to understand their relationship to the social world, which is constructed across space and time, and that language learners see possibilities for the future in learning a second language, one can say that second language learning can influence the formation of one’s identity. Both Hall’s views that marking differences are important to one’s identity and Bauman’s views that by having one’s identity challenged, one then asserts their definition of who they are, also provide a theoretical framework for this study.

3 METHODOLOGY

3.1 The Research Problem

The purpose of this research is to find out whether sixth grade CLIL students see themselves differently than Music emphasized students and/or ordinary Finnish line students at a primary school in Eastern Finland. The following research questions were used:

1. Are there similarities and differences in the CLIL students' sense of self compared with a music-emphasized line or an ordinary Finnish (un-emphasized) line?
2. What benefits do the students perceive from learning in a CLIL-line on their future? Are there similarities and differences compared with a music-emphasized line or an ordinary Finnish?

3.2 Data

3.2.1 Research Population

Since the research was conducted on two separate days, the research population varies a little. The population for the first day, which included both filling in a Me mind map and answering the first open-ended question, consists of 103 sixth grade students, aged 12-13 years. The population for the second day, which included answering a second open-ended question, consists of 112 sixth grade students aged 12-13 years. The participants were at the time of the research studying at a primary school in a smaller town in Eastern Finland. The research population consists of three different classes. The test group is the CLIL-class, where English is used as the medium of instruction for 70-80% of teaching, henceforth called the E-line or E-class. One control group is the ordinary Finnish class (i.e. non-emphasized), named A-line or A-class henceforth, and the second control group is the music-emphasized class, where they receive an additional four hours of music lessons per week, henceforth called the M-line or M-class. The populations of each line for the first day are as follows E-line: $n = 38$, A-line: $n = 28$ and M-line: $n = 37$. The populations for the second day are E-line: $n = 40$, A-line: $n = 31$ and M-line: $n = 41$.

The three lines at this primary school in Eastern Finland offer a good research opportunity because comparison is very accessible; both the E-line and M-line are specially emphasized classes, whose curriculum differs from the ordinary A-line class curriculum. When comparing E-line results to A-line results, one can see if differences arise. Furthermore, by comparing E-line and M-line classes one can see if differences possibly come from being in a specialized class or from being in a CLIL class.

The backgrounds of the research participants are also similar in each line. Most students in all three lines have two Finnish parents and Finnish is the language spoken at home. In E-line two students had both parents as non-Finns, with a language other than Finnish at home and three students had one Finnish parent and one non-Finnish parent at home, with both Finnish and the other language as home languages. In A-line one student had two non-Finn parents and another language as the home language, and three students had one Finnish parent and one non-Finnish parent at home, with both Finnish and the other language as home languages. In M-line two students had both parents as non-Finns, with a language other than Finnish at home and two students had one Finnish parent and one non-Finnish parent at home, with both Finnish and the other language as home languages.

3.2.2 Data Collection Process

The research was conducted in March 2014 and 2015 at a primary school in a smaller town in Eastern Finland. Permission to conduct the research was granted from the Child and Youth Service Manager (Lasten ja Nuorten Palvelujohtaja), then, with permission from the principal, an electronic consent form was sent to the parents of all the sixth-grade students explaining the purpose of the research and that participating is both anonymous and voluntary; students or parents could decide not to participate at any time.

To collect the data, for the first research day, each of the classes was visited on the same day in March and given the same instructions. First, it was explained to the class what the research for, the students were told that the answers could be given anonymously, answers would remain both anonymous and confidential, and the fact that however they answered, it would not affect their school or grading in any way, because their teachers would not be reading any of the papers they filled in. An exception was for the E-classes because the researcher was their teacher. For the E-classes it was emphasized that their answers would have no effect on anything concerning their schooling because the students were to answer anonymously and

that all the information was confidential. Students in all three lines were also instructed that they could answer in Finnish, English, or even another language if they felt the need to. It was further explained that if a student answered in Russian, the Russian teacher at this primary school would be asked to translate the answers into Finnish. An explanation of the 'Me' Mind Map was given and the students were told that after completing the mind map, a second paper would be given where they would answer one question. The word 'Me' was written on the blackboard and explained how it could be filled in by answering the question "who am I?". The examples mother, wife, teacher, have a dog, studying at Tampere were written and it was explained that if it were filled in properly, it would contain many more things, but the examples were enough to get them started. The students were instructed to answer as much or as little as they liked and that they should answer honestly and not to answer what they thought the researcher would like to read. The students were given a paper with the word Minä (= me in Finnish) circled in the middle of the paper. When each student was done filling in the mind map, they were given a paper that had the question "Mitä hyötyä peruskoulusta on omalle tulevaisuudellesi?" (What benefit will Comprehensive school have on your future?) at the top. Students were given as much time as needed to fill in both papers.

After looking at the answers of the question "what benefit will Comprehensive School have on your future?", it appeared that there were few major differences in the answers between the different lines. There had been an expectation that E-line students, for example, would answer that being fluent in English would have a beneficial effect on their careers or further education. When this result did not appear, a more specific question was given to the students of all lines on the same day a week later, which was "Mitä hyötyä opiskelusta A/E/M-luokalla on omalle tulevaisuudellesi?" (What benefit will studying in A/E/M-line have on your future?).

Referring to Hecht's (Jung and Hecht, 2004) *Communication Theory of Identity*, regarding the different layers of identity, and, in particular, looking at relational identity, where both an individual uses his/her relationships to identify him/herself and that one's identity exists in relationship to other multiple identities, it is justified to give the students a second question to answer when the first question did not produce results that were expected. E-line students have many relationships within their own lives and also have multiple identities. The second question is tapping into those other relationship identities. Furthermore, the communal identity, which is defined by how collectives see themselves, also justifies the second question by tapping into the students' communal identity of being in a certain line. Bauman's ideas, as

cited in Buckingham (2008), also give justification to asking the second question. Bauman suggests that a person will assert his/her identity when it is being challenged, ergo the second question was a challenge to the students' identity.

3.2.3 Data Collection: Mind Map and Open-ended Questions

Open-ended Questions

Open-ended questions have traditionally been used in qualitative research. Open-ended questions offer the research participants an opportunity to answer questions freely, thus limiting researcher bias. By offering the chance for the research participants to write down their answer, the researcher was able to collect more data and more quickly than a semi-structured interview.

Mind Map

Mind mapping (also known as concept mapping) is a technique that provides “a visual representation of dynamic schemes of understanding within the human mind” (Wheeldon and Faubert, 2009, p.69). It has been a quantitative research tool since the 1970s and more recently has become a tool for qualitative research, as well. Ebener et al. (as cited in Wheeldon and Fauber, 2009) state that mind maps can be used to analyze complex processes. Daley also states that mind maps are important tools used in qualitative research that help to organize research, reduce data, analyze themes, and present findings. She goes further by suggesting, based on earlier research (e.g. Czuchry and Dansereau), that it is easier for the participant to communicate knowledge using mind maps and mind maps can encourage more spontaneous answers than text writing (Daley, 2004.) As organizing data, finding and analyzing themes, and spontaneous answers are ideal for the present study, mind mapping is a suitable tool of research.

3.3 Method of Analysis: Qualitative and Quantitative Content Analysis

Content analysis is commonly used in qualitative research, though it can be both a qualitative and quantitative research technique used for making inferences about the content of a text. It is a systematic process where coding or categorizing data leads to identifying key themes and patterns (Holsti, 1969.) It is a scientific tool that can provide insights to allow a better

understanding of phenomena (Krippendorff, 2004). By using content analysis, a researcher is assessing meaning behind the text being analyzed. There are both strengths and limitations in using content analysis. The strengths include the usefulness for analyzing and interpreting messages in communication, it can be used to examine large volumes of data, researchers can study social phenomena without interfering in it and it is inexpensive and accessible. Weaknesses include the fact that researcher objectivity may compromise results as the codes and themes are determined by the researcher themselves, intercoder reliability can be difficult to maintain, it may be difficult to interpret the intent of the material and the it can be highly interpretive, which makes generalizing results more difficult (Holsti, 1969.) In conventional content analysis categories are coded and directly derived from the text. The researcher does not use preconceived categories when analyzing the data, rather the categories and themes for them emerge from the data itself (Hseih and Shannon, 2005.)

For this study, an open-ended mind map and two open-ended questions were used as the text. Conventional content analysis was used in this study to formulate the main themes and sub-categories based on the data collected. There has long been a concern in qualitative research about researcher bias when interpreting data. It is important to acknowledge that as human beings, all researchers have some bias. In the present study researcher bias was acknowledged and another coder was used to also analyze the text if the category was not immediately clear. If the two coders analyzed the text differently, a discussion ensued until an agreed upon category was decided, though this only happened once. Furthermore, the content was not highly interpretive as the mind map consisted of 1-6 words per point and the two questions given were quite specific and answers varied from 1-4 sentences long.

3.4 Dependability, Validity, Transferability and Ethical Considerations

The dependability of research is ensured when, according to Shenton (2004) “the processes within the study [are] reported in detail, thereby enabling a future researcher to repeat the work” (p. 71). This present study describes in detail i) the process by which the research was conducted, ii) the operational detail of gathering the data and iii) the process of analyzing the data. Furthermore, looking at the data in the theoretical framework provided and comparing the data to current research, give dependability to this research. Although there are many sixth grade CLIL classes in Finland, the context and settings all have the unifying factor of having content taught in a foreign language, which would make the research replicable.

The credibility of this research was also reviewed during the research process. The following steps, using Shenton’s (2004) Strategies for ensuring trustworthiness in qualitative research projects, were taken in order to ensure credibility of the present study:

- Content analysis was chosen, which is a trusted method of analysis
- The researcher is familiar with the culture of the participants
- Random sampling was achieved as all participants were chosen to participate in the study and all had the choice to answer, not answer and to answer as they pleased, no individual students were chosen or not chosen for the study
- The honesty of the participants was emphasized before they participated in the study
- Analysis of the results were both discussed with the thesis supervisor and a peer group
- The researcher is qualified and has had previous experience doing research

Transferability refers to the degree to which the results of this study can be generalized to other settings or contexts (Trichim, 2006). As this study is a qualitative one, generalization of the results must be done with care. A thorough description of the research context has been provided and the theoretical framework that the study has been built around is explained in detail. Further research in other CLIL schools would add to the transferability of this study.

Regarding ethical considerations, both informed consent and voluntary participation were ensured as parental consent was requested and participation in the study was clearly explained to be voluntary to both parents and students. The study respects the autonomy of the research subjects, they answered all questions anonymously, the subjects could answer freely or choose

not to answer at all, there was no chance of physical or mental harm, privacy was respected and the data is kept in a protected place.

4 RESULTS

4.1 Analysis: Me Mind Map

During initial coding and analysis of the Me Mind Map, nineteen clear categories of how students see themselves became apparent, which are shown in figure 1 on page 27 below. One must use caution when looking at the results as the researcher gave examples of how she would fill in her own mind map, which possibly led the students to use the same examples in their own mind maps. This, however, can also be seen as challenging the students' identities; allowing the students to think about what other aspects they would use to answer the question 'who am I?'. The examples the researcher gave included her role in the family, her job, having a pet and place of study. Three of these categories were well represented in the data, other than work, as the students are too young to have jobs. However, the categories were chosen after careful consideration as being ordinary answers sixth-grade students would use to describe themselves, as they are taught in traditional A1 English lessons to discuss their own families, including pets, different kinds of professions and also where one goes to school. From E-line, just over one third of the students answered their Me Mind Map in English and one student used both English and Finnish. One student from A-line chose to answer in English and the rest answered in Finnish and all students from M-line answered in Finnish.

The range, mode and average number of points students wrote to describe themselves on the Me mind map are shown in table 1 below.

Table 1. Average, mode and range of Me mind map points

	Average	Mode	Range
A-line	6,2	4	2-25
E-line	12,2	12	5-31
M-line	6,3	5	1-16

It is clear that E-line students chose to use on average twice as many points to describe themselves than the other two lines. What is also interesting is that the one outlier student in A-line, who wrote 25 points to describe him/herself, did so in English. Furthermore, without this student's 25- point description, the range for A-line would have been 2-14 points which is a similar range to M-line.

If one questions the honesty of the students answers here are some good examples of how open the students were. The following examples are from different students from all three lines, but because the answers are sensitive and to help protect anonymity, the line of the student and whether it was translated or not is not revealed.

“I have a father, but my mother died.” “feels empty inside”

“everyone hates me” “My parents are divorced.”

“doesn’t have a lot of friends” “I pretend to be someone I’m not.”

“I don’t like it that one girl is hanging all over my best friend.”

“I notice that I am often VERY self-centered.”

Results of the Me Mind Map and the two open-ended questions are presented below in figures 1, 2 and 3. The results are also discussed below.

4.2 Me Mind Map – How Students See Themselves

Three main themes and nineteen sub-categories arose in the analysis of the Me mind map. The main themes include *social aspects*, *personal life* and *academic related* points. Figure 1 below shows the sub-categories that arose and the percent of students who chose those sub-categories to describe themselves.

Figure 1. The 19 sub-categories that arose in the Me mind map.

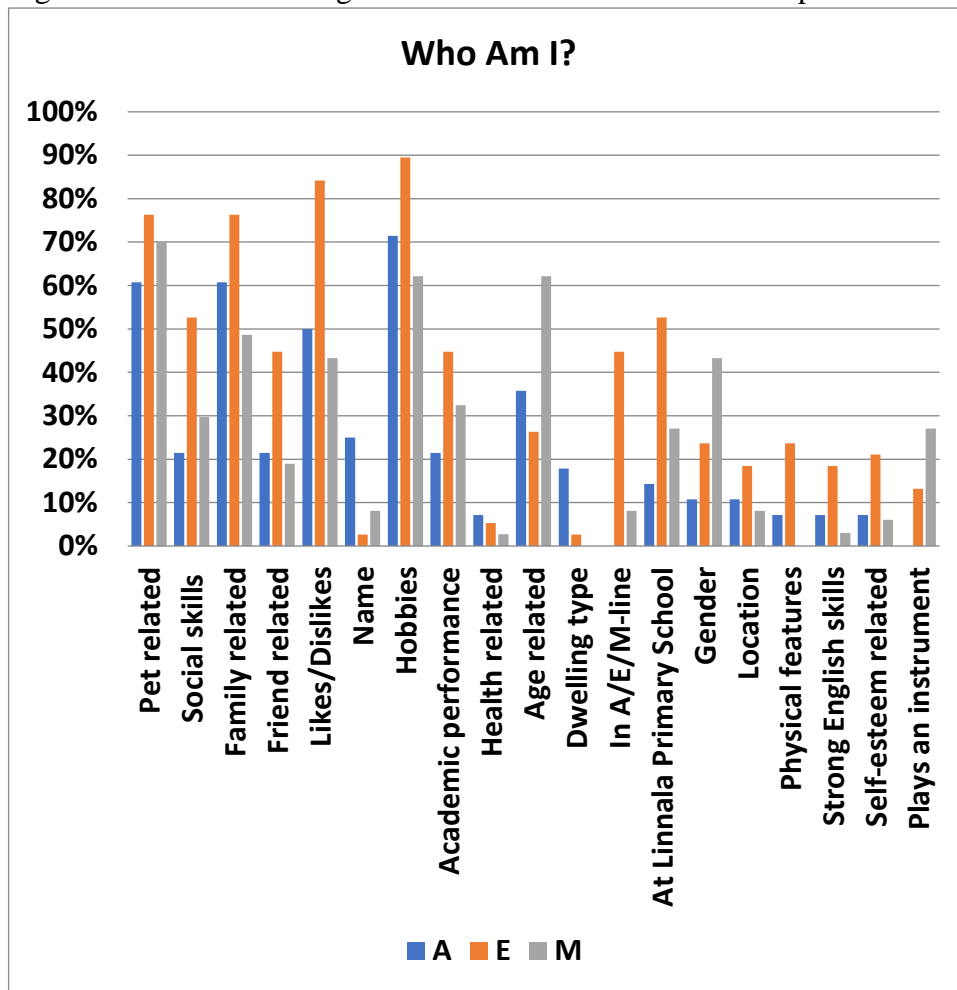


Figure 1. Me mind map sub-categories

Of the nineteen sub-categories, a greater percent of E-line students used thirteen of the sub-categories to describe themselves than the other two lines.

The first theme that arose is in regards to social aspects. The first sub-category that shows a difference is seen where 52 % of E-line students used social skills related words to define who they are on the mind map, compared to 21 % of A-line and 30 % of M-line students. What is important to note is that social skills related words were not presented on the example shown to the students during the instructions given on how to fill in the mind map. The most common adjectives that E-line students used were friendly, social, perky, happy, funny and kind. A-line students only used the word friendly and M-line students used nice, funny, honest and talkative to describe themselves. This raises the question why is there such a difference between E-line students and the other lines.

Some example answers that were more than one word are below:

“I am a nerd (and proud).” (A-line student)

“I don’t bully.” (E-line student)

“I am easy to talk to.” (M-line student translated from Finnish)

A second difference in the social aspect is seen where a greater number (45 %) of E-line students (compared to A=21%, M=19 %) used friend related points to describe themselves. Considering that friends are a very important part of childhood and adolescence, all three lines should define themselves by their friendships.

The second main theme that arose is personal life. More differences appeared when a greater percentage of E-line students defined themselves using family related words (76 %), what their likes and dislikes are (84 %), by their hobbies (89 %), location (19 %), and their physical features (24 %) than A- or M-line students. E-line students once again used a wider range of factors to define themselves than either of the other lines.

Some typical answers include:

“I have a dad, one brother and one sister.” (A-line student, translated from Finnish)

“NO HOCKEY, NO LIFE” (E-line student)

“I have my own room.” (M-line student, translated from Finnish)

The areas where a greater percentage of A-line students defined themselves refer to their name and the type of dwelling they live in. The instances where a greater percentage of M-line students defined themselves refer to age, gender and playing instrument.

4.3 Academic Aspects

A difference regarding academic aspects is that almost 45 % of E-line students used the fact that they study in E-line to define who they are. This compares with only eight percent of M-line students and no A-line students. What causes such a great difference? Somehow studying in A-line being insignificant to the students is quite logical – most Comprehensive school students in Finland study in regular classes, so it is an everyday fact to A-line students. However, what is surprising is that only eight percent of M-line students chose to define themselves as studying in a music-emphasized line. Again, the question arises why do E-line students feel more defined by the line they study in compared to music line students? Both lines are “special” and both lines have traditions and projects that are specific to each type of line. For example, music classes give a minimum of two concerts and usually participate in at least one musical, play or other production each school year. The E-line students, in turn, have one or two theme days and plan an annual event where all E-line students and families participate. More E-line students (53 %) also used what school they go to and words describing their academic performance (45 %) – whether strong or poor – than the other lines (A=14 %, M=27 % and A= 21 %, M=32 % respectively).

A few areas that showed less difference between the lines also appeared. One such example is that a surprisingly low percent (18 %) of E-line students defined themselves by having strong English skills, while almost as many defined themselves by playing an instrument (13 %). One can compare this to the fact that 27 % of M-line students defined themselves using musical ability and seven percent of A-line students defined themselves as having strong English skills. E-line students, however, did not define themselves by their names, but this is likely due to the instructions they were given before filling in the mind map.

4.4 Analysis of Perceived Benefits of Comprehensive School

Students from all three lines perceived benefits of Comprehensive School on their future with three main themes emerging; i) benefits regarding work, ii) benefits regarding personal issues and iii) benefits regarding learning. However, as mentioned in section 3.2.2, The answers from E-line students did not show clear differences regarding learning in a CLIL environment as a perceived benefit. Initially thirteen sub-categories emerged but with further analysis and peer review some sub-categories were merged together as they were of similar in content, so the final number of sub-categories was reduced to ten. This means that the sub-categories better job and earn more money were combined into the sub-category job related and the results from the sub-category know how to work with others was merged with the sub-category social skills improve, and the results from the sub-category of learn to learn were merged with preparation for further education.

The number of points used to answer “what benefit will Comprehensive School have on your future?” ranged from 1-4 points for both A-line and E-line students and 1-5 points for M-line students. From E-line, one student answered this question in English and one student answered in Russian, A-line students all answered in Finnish and one student from M-line answered in Russian. The Russian as native language teacher from this school was asked to translate the answers into Finnish, her answer was recorded and then transcribed. Figure 2 below shows the results of all sub-categories that arose from the question.

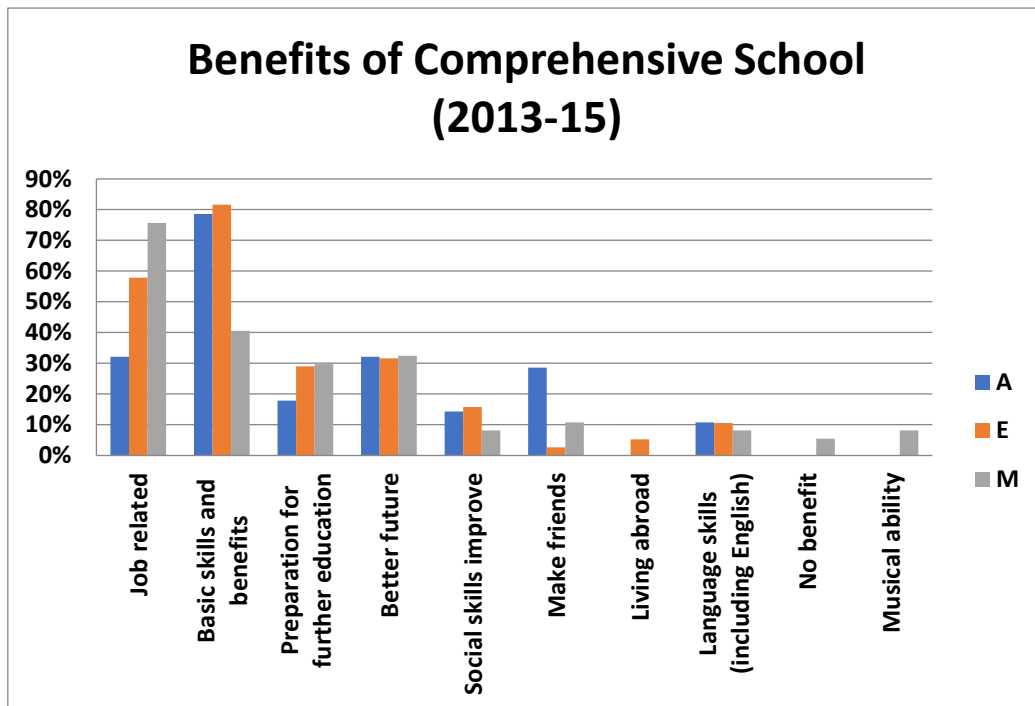


Figure 2 Benefits of Comprehensive School sub-categories

Figure 2 above shows that students from all lines saw a variety of benefits of Comprehensive school. About one third of the students saw that Comprehensive school would help them in the future, however almost all students complete Comprehensive school in Finland, so this is an obvious benefit. Most of both A-line and E-line students also saw that Comprehensive school gave them basic skills and benefits. However, less than half of M-line students saw the same benefits. Typical answers in this category include points such as

‘I know how to calculate things in math and I know how to read’ (A-line student, translated from Finnish)

‘I learn basic skills for life’ (E-line student, translated from Finnish)

‘I learn things’ (M-line student, translated from Finnish)

Students from all three lines saw the benefits of Comprehensive school regarding future work. Table 2 below shows what percentage of each line whose answers referred to benefits regarding work.

Table 2 Perceived benefits referring to work

	A	E	M
Job related benefits	32 %	58 %	76 %
Of which specifically mentioned Earning more money	4 %	5 %	8 %

It is, what some might consider, a universal truth to children and adolescents that getting a good education will lead to a good job. It seems to be the mantra in the Western world to try to keep youth motivated at school. However, a larger percentage of E-line and M-line students saw Comprehensive school benefitting their future possibilities to get work than A-line students. Typical answers referring to jobs are given below:

“I can get a really good job.” (A-line student, translated from Finnish)

“I can get a better job.” (E-line student, translated from Finnish)

“I learn things that I will need for work.” (M-line student, translated from Finnish)

Another main theme that appeared was perceived benefits regarding personal issues. These include answers referring to a better future, gaining better social skills and making friends. There will also be an overlap of some of the sub-categories in the minds of the students. For example, for some having strong language skills is more of a personal issue than an academic one, or the basic skills and benefits sub-category could also be merged under this theme for many. Table 3 below shows the results.

Table 3. Perceived benefits referring to personal issues

	A	E	M
Better Future	32%	32%	32%
Social Skills Improve	14%	16%	8%
Making Friends	29%	3%	11%

An area of greater difference is that almost one third of A-line students saw a benefit of Comprehensive school as a chance to make friends, compared to only one E-line student and three M-line students. Some example answers regarding personal issues were:

“I will manage better in the future” (A-line student, translated from Finnish)

“If you know basic skills and knowledge, you can get a good job and others might see you as a trustworthy person” (E-line student, translated from Finnish)

”I make friends” (M-line student, translated from Finnish).

Answers referring to the benefits of Comprehensive school in the category learning included preparation for future education, learning to learn and better language skills. Table 4 shows the results.

Table 4. Perceived benefits referring to learning

	A	E	M
Preparation for Future Education	18%	29%	30%
- Of which wrote Learning to Learn	0%	8%	0%
Language Skills	11%	11%	8%

It is interesting to note that only E-line students answered that a benefit of Comprehensive school was learning to learn, though only eight percent answered this way. Also surprising is the same percentage of both A-line and E-line students answered that Comprehensive school improves language skills. One would think that students learning in a CLIL environment would be aware that their language skills will improve.

Analyzing the results to the answers for ‘What benefit will Comprehensive school have on your future’ showed three main themes in the answers from all three lines. Benefits regarding work was a prominent theme which is to be expected. Why else do children and adolescents go to school other than to get good jobs when they grow up? Furthermore, the low percentage of both E-line and M-line students who answered language skills or musical ability

respectively led the researcher to probe deeper and give a more specific question to all three lines. These results are discussed below.

4.5 Analysis: Perceived Benefits of Learning in a CLIL Line

Analysis of ‘What benefit will studying in A/E/M-line have on your future?’ produced four main themes; benefits regarding work, benefits to learning, living abroad in the future and intercultural communication. Initially sixteen sub-categories emerged but with further analysis and peer review, some sub-categories were merged together to form eleven sub-categories. Again, the sub-category of ‘earn more money’ merged with ‘job related’, ‘learn to learn’ and ‘life experiences (project work)’ were merged into ‘preparation for further education’, and ‘don’t know’ and ‘no benefit’ were merged into one sub-category. The sub-category of ‘get more physically fit’ was removed as only two A-line students answered this way. What is interesting to note is that the sub-category of ‘making friends’ did not appear in the answers of the second question.

In answering ‘what benefit will studying in A/E/M-line have on your future?’, E-line students used a range of 1-4 points, A-line used a range of 1-6 points and M-line students used a range of 1-3 points to answer. One E-line student answered this question in English, one M-line student answered in Russian (again, the Russian as native language teacher from this school was asked to translate the answers into Finnish, her answer was recorded and then transcribed) and all A-line students answered in Finnish. Figure 3 below shows the results to the question.

The results from the analysis of the question ‘what benefit will studying in A/E/M line have on your future?’ are presented below. The sub-categories presented in Figure 3 below make up the four main themes that appeared during analysis.

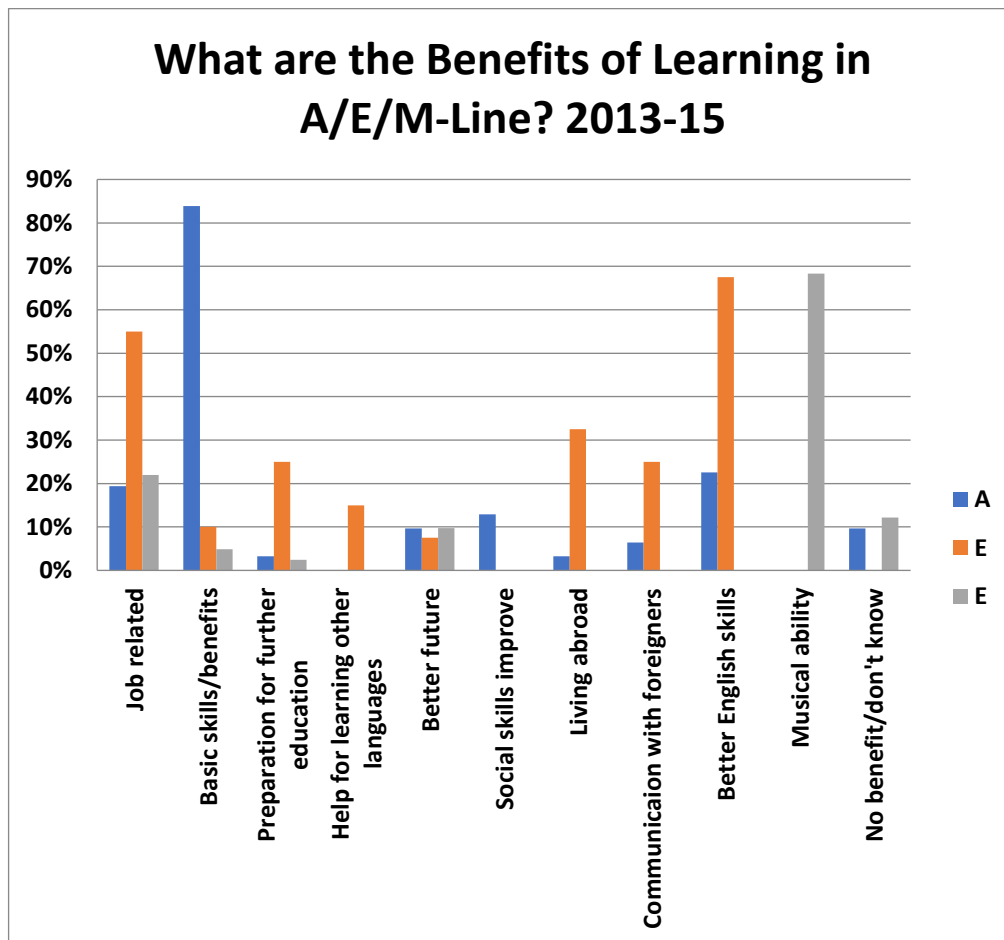


Figure 3. Benefits of Studying in A/E/M-line sub-categories

Most students from all three lines perceived benefits from their particular line when answering ‘What benefit will studying in A/E/M-line have on your future?’. It is of little surprise that 84 % of A-line students answered that there is a benefit to one’s future regarding basic skills, while 68 % of E-line students answered that their English language skills improve and 68% of M-line students answered that their musical ability improves. However, a worrisome attitude also emerged; a small percentage of both A-line and M-line students answered that there was either no benefit to learning in their particular line or that they did not know what the benefits were. These answers occurred in both years. The data is shown in Table 5 below.

Table 5. No benefit or did not know of a benefit

	A 2014	A 2015	M 2014	M 2015
No Benefit	-	8 %	9 %	6 %
I don't know	-	17 %	9 %	-

In contrast to A-line and M-line students, all E-line students perceived some benefit to studying in their line. Furthermore, E-line students also clearly perceived a wider range of benefits of learning in E-line on their future than either A-line or M-line students. These include the main themes of perceived benefits regarding work, perceived benefits regarding learning, perceived benefits regarding living abroad and perceived benefits regarding intercultural communication.

4.5.1 Benefits Regarding Work

Perceived benefits regarding work emerged once again when students answered the question ‘What benefit will studying in A/E/M-line have on your future?’. Here the difference in percents compared to A-line and M-line students is great, where 55 % of E-line students saw a job-related benefit of studying in E-line and only 19 % and 22 % of A-line and M-line students respectively saw the same benefit.

The following examples of student responses show how they perceive this benefit.

“I can apply for jobs abroad, because the English language is better, there may be better jobs abroad with a better salary” (E-line student, translated from Finnish)

”language skills make it easier to get a job, if you know many languages, especially English” (E-line student, translated from Finnish)

It is interesting to compare table 6, (the benefits of learning in AE/M-line) and table 2 (the benefits of Comprehensive school) below. E-line percents did not change much regarding perceptions of benefits to future work when specifically asked about learning in a particular line vs. Comprehensive school in general. However, A-line and M-line answers differed greatly, A-line answers dropped by 13 % regarding job related benefits and M-line students dropped by 54%. Neither A-line nor M-line students saw that learning in their particular line would have a beneficial effect on earning more money in the future, whereas E-line percents stayed the same in that regard. Table 2 has been added again below for ease of comparison.

Table 6. Benefits regarding work from A/E/M-Line

Learning in a Line	A	E	M
Job Related	19 %	55 %	22 %
Of which specifically stated Earn More Money	0 %	5 %	0 %

Table 2. Reposted from page 32 for comparison Benefits regarding work from Comprehensive school

	A	E	M
Job related benefits	32 %	58 %	76 %
Of which specifically stated Earn more money	4 %	5 %	8 %

4.5.2 Benefits to Learning

Three sub-categories emerged with regards to the perceived benefits to learning, which include preparation for further education, preparation for learning other languages and better English skills. Table 7 shows the results in each sub-category.

Table 7. Perceived benefits regarding learning

	A	E	M
Preparation for Further Education	3%	25%	2%
Preparation for Learning Other Languages	0%	15%	0%
Better English Skills	23%	68%	0%

Typical answers for each sub-category are illustrated by the following student responses.

”I can get a better place to study” (E-line student, translated from Finnish)

“I am better prepared to learn other languages because I know so much English”
(E-line student, translated from Finnish)

”I will know English very good” (E-line student)

It is interesting to note that 23 % of A-line students also see a benefit to their future of having better English skills while M-line students did not. Both A- and M-lines are taught English by the same teacher, who is an English Lecturer and is well known for the quality of her teaching.

4.5.3 Life Abroad and Intercultural Communication

A third main theme that emerged is the perceived benefits regarding living or visiting abroad, where 33 % of E-line students answered that a benefit to being an E-line student is that they could more easily work, study, live or visit abroad. Only one A-line student perceived this benefit and no M-line students perceived it.

The following student answers reflect this category.

“Because I know English, getting a job internationally is easier” (E-line student translated from Finnish)

”I can go study abroad” (E-line student, translated from Finnish)

”Better English language skills will help abroad, for example” (E-line student, translated from Finnish)

The fourth theme that emerged was intercultural communication; students in both E-line and A-line perceived the benefit of learning in their line on intercultural communication. A total of 25 % of E-line students felt that being able to communicate with foreigners is a benefit to learning in E-line. Of note is that two A-line students also perceived that learning in A-line benefits them by being able to communicate with foreigners more easily.

5 DISCUSSION

According to Kramsch and Gerhards (2012), by learning a new language a person has another way of deepening his/her sense of identity. This present study supports this claim. By comparing the answers from E-line, A-line and M-line students, a clear pattern emerges where E-line students both offer a wider range of factors that express who they are and they also perceive a greater range of benefits on their future from studying in a CLIL learning environment than their non-CLIL peers. Though both E-line and M-line students perceive benefits from studying in their respective lines regarding the respective emphasis (i.e. M-line students perceive the benefit of musical ability on their future and E-line students perceive the benefit of having better English skills on their future), E-line students perceive a wider range of and a greater number of benefits. The results from the present study also coincide with Churchill's (2002) claims that when a person invests in a second language, s/he wishes for a wider range of identities. Not only did E-line students use a greater average, mode and range of points describing themselves than A- and M-line students, but the one outlier from A-line chose to describe who s/he was in English and used almost twice as many points than his/her classmates.

The open-ended questions that were given to the students when collecting data about perceived benefits of Comprehensive school and the second question about learning in a particular line, point toward Bauman's (as cited in Buckingham, 2008) idea that a person will assert his/her definition of who they are when identity is challenged. The question given about the benefits of learning in a particular line, challenged the students' identity environment. CLIL students' answers changed in a positive way when they answered what are the benefits of learning in E-line regarding their futures (i.e. job related, preparation for further education, living or studying abroad). These results also coincide with Norton's (2013) ideas of how language learners see themselves in regards to the social world they live in and how the learner perceives possibilities for the future.

5.1 What did the Me Mind Map show?

Of the nineteen sub-categories from the Me Mind Map, a greater percentage of E-line students used thirteen of the sub-categories to describe themselves than the other two lines. This again complies with Churchill's ideas that i) when a person is invested in a second language s/he desires a wider range of identities and ii) those who are not invested in another language possibly have limited choices for identification (Churchill, 2002). Furthermore, of the three main themes that arose, E-line students again out-performed the other two lines. Approximately one half the students used social aspects as factors to describe themselves, compared to one fifth of A-line students and one third of M-line students. Also, approximately one half of E-line students used academic related factors in filling out the Me Mind Map while only one tenth of A-line and only one third of M-line students did. Regarding personal life, E-line students used both twice as many points on average and a much wider range of points to describe themselves. E-line students in this study defined themselves more socially, academically and personally than the other two lines.

Referring to Bucholtz and Hall's (2005) second principle of identity, where identities entail both macro-level demographic categories and locally specific cultural positions, one would think that students from each line would connect themselves to the class that they are in. However, this is not the case as the results coincide with Norton's and Churchill's ideas that when one invests in a language, one expands possibilities for identities. Approximately half of E-line students (45 %) defined themselves by the line they study in, where only three students from M-line and none from A-line did. E-line students used a demographic category and their specific cultural position at their primary school to define themselves, and they had more identity factors.

In addition, as Norton (2013) states, learning a second language allows people to better understand their relationship to the social world. E-line students identify with a greater range of these social relationships. Bucholtz and Hall's third principle of identity, indexicality, states that "the use of linguistic structures and systems that are ideologically associated with specific personas and group" (Bucholtz and Hall, 2005, p. 594) cause identity relations to emerge. E-line students associate themselves as language learners and thus more identity relations arise than the other two lines. Churchill also states "To invest in a language is to invest in an identity" (Churchill, 2002, p.3).

The analysis of the Me Mind Map clearly shows that E-line students have a broader definition of who they are. Not only did they use a wider range of points to describe themselves, they also used on average twice as many points to do so. Kramsch and Gerhards (2012) attain that when one learns a new language, that individual has another means of deepening his/her sense of identity. The results, as mentioned above, also coincide with Norton's ideas of identity, where the language learner is invested in the target language, which makes the language learner also invested in his/her own social identity; Churchill's ideas that when one invests in language, one invests in identity; and Bucholtz and Hall's (2005) second principle of identity where identities encompass "(a) macro-level demographic categories; (b) local, ethnographically specific cultural positions; and (c) temporary and interactionally specific stances and participant roles" (p. 592).

The fact that almost half of E-line students used friend related factors to define themselves, compared to approximately one fifth of the other two lines, shows yet another dimension of identity that E-line possesses. Schaffer writes that during the adolescent years relationships with peers becomes even more critical than in childhood. Friendship fulfills a number of psychological functions, of which just being with someone and having someone to have fun with are the most basic (Schaffer, 1996.) There are countless theories and research available on the importance of friendship in childhood and adolescence, but one just needs to reflect on one's own adolescence to understand the importance of friends.

5.2 Benefits of Comprehensive School – what did the answers show?

When asked the question 'what benefit will Comprehensive school have on your future?', work, personal issues and benefits to learning arose as main themes. Again, approximately half of E-line students saw benefits to work in the future compared to one third of A-line students and three quarters of M-line students. Approximately one third of both E-line and M-line students saw Comprehensive school benefiting their future education and all three lines saw the benefit to their language skills. Regarding personal issues, results from all three lines were quite evenly spread, excluding the factor of making friends. Here only one E-line student answered this way, which was much less than A-line students and a little less than M-line students. Though these results do not suggest that E-line students have such different ideas

than the other two lines, when they were challenged and asked the question ‘what benefit will studying in A/E/M-line have on your future?’, the results were quite different. These will be discussed below.

5.3 Benefits of Learning in E-line – what did the answers show?

Four main themes arose when the results about learning in a specific line were analysed. These were benefits regarding work, benefits to learning, the possibilities of living abroad and the benefit to intercultural communication. In addition, when looking at the results from the answers to ‘what benefit will studying in A/E/M-line have on your future?’ a clear pattern emerges where E-line students perceive a greater range of benefits on their future from studying in a CLIL learning environment than either M-line students or A-line students. Not only did E-line perceive benefits from studying in E-line, they also perceived a much wider range of and many more benefits than the other two lines.

In regards to the first theme, benefits regarding work, over twice as many E-line students, than both A-line and M-line students, answered that there is a benefit in regards to future work. Not only this, but when comparing answers regarding work when asked about benefits of Comprehensive school vs. benefits of A/E/M-line, E-line students maintained the fact that education both in Comprehensive school and in E-line would help with future work. The opposite is true for both A-line and M-line students, where benefits of their own line regarding work dropped by 13 % and 54 % respectively compared to when asked about the benefits of Comprehensive school. These results show that E-line students perceive that learning in their line will benefit their future work possibilities.

The second main theme that emerged from the data is the perceived benefits regarding learning. Sub-categories here include preparation for further education, preparation for learning other languages and better English skills. Similar findings emerged in Ute Massler’s study (2012) where fourth grade students perceived an additional learning benefit from the CLIL modules they had completed. Cross and Gearon (2013) found that students felt that learning in a CLIL environment supported their other work at school and Pladevall Ballester (2014) found, in a more general sense, that most children realize that using English is meaningful. Kovanen (2011) also found that 16-17year old CLIL students felt that learning in

a CLIL class would help them in future education by enabling them to do research, read literature and other research material and search for a wider range of information. Both CLIL students in the present study and from Kovanen's study mentioned that they are able to learn to learn.

Furthermore, one quarter of E-line students saw the benefits of learning in their line regarding further education, where only one student from A-line did and none from M-line. Over two-thirds of E-line students saw their line as benefiting their English skills. These findings support both Mehisto's et.al. (2008) claims that CLIL both fosters critical thinking and develops life-long learning and the results from Kovanen's (2011) study where IB students also saw a benefit of CLIL learning in having better chances of getting into both universities in Finland and abroad. E-line students were able to connect their own learning in a CLIL environment to possibilities for future learning. Again, the results support Norton's claims that language learners not only have an understanding of their relationship to the social world, but they also understand how the relationship is built over time and space and that there are a greater number of possibilities for the future (Norton, 2013).

A CLIL learning environment has been shown to foster both cognitive skills and learning. Many studies show that CLIL students acquire better language skills than their non-CLIL peers (e.g. Lorenzo et.al., 2010). E-line students saw this as a benefit of learning in E-line. This present study also shows E-line students perceiving the benefits that they may find a place of study more easily or they will learn other languages more easily because of the CLIL learning environment. Pihko's study also found that teachers often have higher expectations of CLIL classes than other classes, which may provide a boost to the learning environment; when a teacher expects more, s/he often demands more, thus making the students work and learn more. Furthermore, often CLIL classes have a co-operative spirit, which can also enhance the learning environment. CLIL students were also more confident in their skills to learn both the target language and other languages than their non-CLIL counterparts (Pihko, 2010.)

The third theme that arose was the benefit CLIL classes would have on the possibilities of living abroad. One third of E-line students (vs. one student from A-line and no students from M-line) answered that learning in E-line could help them get a job or study abroad or even just help them in their travels abroad. These results support Kramsch and Gerhard's (2012) idea that language learners can use the second language as an outlet for their dreams and

aspirations. In Kovanen's study, future dreams and hopes, such as studying and working abroad, also arose. Furthermore, students expressed a readiness to travel around the world and felt that since learning a second language, they also had another way of viewing the world (Kovanen, 2011.)

The fourth theme that arose in this study is the perceived benefit of improving intercultural communication from E-line students. This present study also supports Perez Gracia's concept of culture in CLIL. Culture refers to getting the students ready to be effective participants in today's world where a multitude of languages and cultures is close at hand. By learning the content through a foreign language, CLIL students further develop their sense of identity and citizenship awareness. Students' intercultural understanding is increased and students are encouraged to view themselves as citizens of the world (Perez Gracia, 2016.) In the present study one quarter of E-line students saw a benefit of studying in E-line as a chance to improve or participate in intercultural communication.

Numerous studies (as cited in Reyes and Vallone, 2007) show CLIL has a positive influence on attitudes towards bilingualism and biculturalism. As mentioned earlier, the European Parliament states that EU citizens should become fluent in two languages in addition to their own mother tongue, not only to help expand educational and employment opportunities but also to promote intercultural understanding (European Parliament, 2016). Again, one third of E-line students wrote that learning a second language through CLIL would help them in future employment abroad because they would be fluent in English and one-quarter felt that they could communicate with foreigners more easily. Massler (2012) also found that some fourth-grade students perceived these same benefits. Pihko's (2010) study showed that CLIL students have a stronger sense "language me" than non-CLIL counterparts and therefore are more confident in using their skills to communicate with foreigners.

Regarding the research problem, whether sixth grade CLIL students see themselves differently than Music emphasized students and/or ordinary Finnish line students at a primary school in the smaller town in Eastern Finland, this study shows that the answer is yes. The results of the Me Mind Map clearly showed that CLIL students described themselves in both a broader way and with more points. Regarding the first research question, whether there were similarities and differences in the CLIL students' sense of self compared with a music-emphasized line or ordinary Finnish (un-emphasized) line students, again this study showed that there were

mostly differences and only a few similarities. Regarding the second research question, what benefits do the students perceive from learning in a CLIL-line on their future and were there similarities and differences compared with a music-emphasized line or ordinary Finnish line students, four benefits were found and there were more differences than similarities when compared with the other two non-CLIL lines.

CLIL students in this study clearly show a difference in the way they view themselves compared to their non-CLIL peers. Looking at the results, starting from the general indications where the CLIL-students used both twice as many and a much wider range of factors to describe themselves to the more specific facts that a greater percentage of CLIL students used social aspects, personal life aspects and academic aspects to describe who they are, shows that CLIL students at this primary school in Eastern Finland express who they are in a more multifaceted and complex way than their non-CLIL peers. There are few similarities with the way CLIL students see themselves compared to music-emphasized line students or ordinary un-emphasized line students. In addition, CLIL students in this study also perceive that there were a greater number of benefits to studying in their line than their non-CLIL peers. These benefits include benefits regarding work in the future, benefits to learning, benefits to living abroad in the future and lastly, they felt that learning in a CLIL line would improve their intercultural communication skills. Although the author of the thesis was expecting CLIL students to be aware of some benefits to their future, it was surprising that such a large number of CLIL students were able to see that learning in a CLIL environment would help improve their intercultural communication.

Language learner identity is a complex field of research. However, as more research is conducted in this field, more awareness of the variety of benefits of language learning will come to light. As the findings of this study show, second language learners develop multiple identities, have a broader view of future possibilities and are more competent in intercultural communication and are more aware of the intercultural world. As Perez Gracia (2015) states, CLIL students see themselves as citizens of the world. Furthermore, CLIL students have a deepened sense of who they are and also, of who they will become; they have another means of expressing their dreams and aspirations through the medium of the second language they have learned. These are the ideas expressed by post-cultural theorists such as Norton and Kramsch discussed in chapter 2.

5.4 Evaluation of the Research Process

The methods of data collection and analysis of this study have been used in qualitative and quantitative research for decades. The Me Mind Map added a quantitative aspect to this study, as mind maps encourage participants to answer briefly and thus offer the opportunity to answer using more points. The open-ended questions also offered the participants a chance to answer the questions freely, without the tension that may occur in a semi-structured interview. The reliability or dependability of this study is strong, as the processes have been well documented which will enable researchers in the future to repeat the work.

To improve this study, if it were to be replicated, one could take note and not give so many examples when giving instructions for the Me Mind Map, so as not to skew the participants' answers. Furthermore, one could reword the open-ended questions so they would be less analytical. Data collection should also be conducted in a number of schools all around the country. In addition, to add more depth and dimensions to the study, one could give the parents an open-ended question, asking the reasons they chose to place their children in a CLIL line. Also, asking the same participants the same questions in ninth grade could add more depth to the study. Further investigation or studies could confirm or modify the results of this study by using more extensive data.

6 CONCLUSION

There has been an alarming trend recently in the capital area of Finland, where special classes are under threat of being cut. There is discussion about the fact that having specialized classes threatens the equality in the Finnish education system. There is also a growing concern that the schools that offer specialized lines, such as CLIL, will be considered to be ‘elite’ schools. This has been a threat in smaller towns, also. A broad study conducted in four major cities in 2010, presented in *Lohkoutuva peruskoulu. Perheiden kouluvalinnat, yhteiskuntaluokat ja koulutuspolitiikka* (Seppänen, P., Kalalahti, M., Rinne, R., & Simola, H., 2015), showed that many parents did not want Comprehensive schools to become more specialized by offering emphasized lines and that just over half of the parents interviewed, said they see that Comprehensive schools do not equally offer possibilities for education. However, contradictorily many parents still wanted to have the freedom to choose which schools their children attend and wished that there would be different options to choose from.

Seppänen et.al. (2015) further claim that there are three possible consequences or developmental pathways that may happen due to, what they call, the segmenting of Comprehensive schools. The first is that when students apply and are chosen for emphasized lines, it often means that they leave the district school they belong to. This weakens the opportunities of the district school they would have gone to because generally the ‘better’ students are the ones chosen for emphasized lines and the student population of the ‘regular’ school becomes smaller. The second possible consequence of segmenting Comprehensive school, as mentioned above, is that the schools offering emphasized lines will be labelled as ‘elite’ and desired and the ‘regular’ schools will be seen as less desirable because they offer fewer possibilities. The third possible consequence is that parents will see Comprehensive schools as products and families as customers. In this scenario, schools will build their image and sell their products while parents will have to show that their children can ‘afford’ (read as are smart enough) to attend the schools with the better ‘product’. Finally, in this scenario, parents must also have the knowledge, skills and desire to ascertain what Comprehensive school options are available and to choose the ‘best’ school for their children (Seppänen, et.al., 2015.)

As a counter-argument to the possible consequences mentioned above, rather than cutting emphasized lines, Finnish policy makers should offer more opportunities for students to learn

in different ways. This will lessen the chances that students will leave their school district, more schools would have a 'desirable' distinguishing feature and parents will not have to choose from the 'best' school for their children, as more schools will offer more learning opportunities for students and thus be seen as the 'best'.

A further argument for increasing the amount of emphasized lines around Finland concerns the idea of the EU language policy. If citizens are to become fluent in two additional languages to their mother-tongue, CLIL is a practical, effective and efficient method for Finland to achieve such multilingual goals. Finland, having Finnish as a linguistic minority in the world today, needs to come up with ways of communicating with the larger world in terms of internationalization, globalization and economic growth. Finland must make efforts to ensure its citizens are capable of communicating with the world at large, otherwise, Finns would only be able to communicate with just over 5 million people in the world. Although students in Finland have good possibilities to learn a foreign language, as all students have the opportunity to begin learning the A1 language in grade three, CLIL offers opportunities to begin earlier, such as at CLIL day-cares and CLIL programmes beginning in grade one (Nuolijärvi, 2011). Furthermore, studies have shown that CLIL learners become more fluent and confident in their language skills, compared to traditional language teaching methods (e.g. Lorenzo et.al., 2010), they learn the target language more quickly (e.g. Mehisto et.al., 2008) and CLIL students are more motivated to learn the language than students who learn language in the more traditional way (e.g. Corrales and Maloof, 2009). CLIL is not only an effective and efficient method for learning a second language, it is also a cost-effective method. Add to that fact that language learners develop multifaceted identities that are interculturally aware, and CLIL becomes a win-win method for teaching a second language. If Finland, or any European country, is to follow the European Parliament's language policies of encouraging EU citizens to learn two additional languages to their own mother tongue, CLIL is the teaching method to use.

The results of this comparative study show that CLIL students clearly see themselves in a more multifaceted way than their non-CLIL peers. CLIL students also see more benefits of learning in their line compared to both Music-emphasized classes and ordinary un-emphasized classes. CLIL students, furthermore, see that they have more possibilities in the future regarding education, work, living abroad and with intercultural communication. One must be careful in generalizing these results, though, as the study only took place in one school over a two-year period of time. However, similar results from other studies show that generalizations

may very well be possible when more research is conducted and similar results are found. CLIL is a topic worth studying in Finland and around the world.

CLIL has been proven around the world to be an efficient and effective method in SLA and, as a teaching method, it has many benefits in addition to those mentioned above. These benefits include the development of cognitive skills, increasing metalinguistic awareness, developing critical thinking, and providing a path for lifelong learning. CLIL students in the present study showed that they were aware of these benefits. In Finland, CLIL has also been seen as a successful way to both a foreign language and the content being taught. For example, according to Jäppinen's (2005) longitudinal study, CLIL develops cognitive skills, even though between the ages of seven and nine, some CLIL students may struggle with more abstract topics, by the time they reach the age of 15, CLIL students are either at the same level as, or often more cognitively developed than their monolingual peers.

Although English is the most popular CLIL language in Finland and in many parts of the world, CLIL could be used to promote the learning of other languages. According to the Dead Language Theory (Crystal, 2000), approximately 90 % of languages in the world are in danger of dying out, leaving only 600 languages in the world as safe. CLIL, being effective and both efficient in time and cost, could be a way to counter-balance this devastating loss of linguistic diversity. The present study shows that CLIL is an efficient, effective and flexible way of offering language learning possibilities. Furthermore, findings from this study show that CLIL students see themselves as learners with many possibilities in the future, they see themselves as citizens of a larger world and they feel prepared for intercultural communication. These skills and views are important to a small country in order to be able to compete in a world that is becoming more global day by day. What can be done to spread the positive effects of CLIL to other non-CLIL students? If CLIL fosters a stronger and more broad sense of identity in students, how can this also be spread to other students so that there is not a danger of elite school forming? Policy makers could create more CLIL programmes that would allow more students to benefit from the diverse and numerous benefits CLIL has to offer. In order to secure CLIL as a teaching method, proper policies must be put in place in order to spread the availability of CLIL and the use of a diversity of target languages.

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APPENDICES

The first question given on a blank A4 paper:


Mitä hyötyä peruskoulusta on omalle tulevaisuudellesi?

The second question given on a bland A4 paper:

Mitä hyötyä opiskelusta A-luokalla on omalle tulevaiduudellesi?

Mitä hyötyä opiskelusta E-luokalla on omalle tulevaiduudellesi?

Mitä hyötyä opiskelusta M-luokalla on omalle tulevaiduudellesi?



Minä